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ABSTRACT

The purpose of this document is to transform the educational program planned for Mission College into instructional and service space. This study of physical facilities and use of space is organized into four support systems required for the development of college programs: instructional support system, individual support system, activity support system, and administrative support system. All these systems operate at three levels--the campus, the institutes, and the Center for Common Studies. The four systems and three levels will be bonded by an information network and a "mall," which allows people to move freely from activity to activity. (KM)

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MISSION COLLEGE

PART 3

PRELIMINARY

INSTRUCTIONAL STRATEGIES

AND

SPACE ALLOCATIONS

JC 740 239

WEST VALLEY JOINT COMMUNITY

COLLEGE DISTRICT

OCTOBER 1, 1973

WEST VALLEY JOINT COMMUNITY COLLEGE DISTRICT

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MISSION COLLEGE

Preliminary

Instructional Strategies

and

Space Allocations

I. INTRODUCTION

The purpose of this document is to transform the educational program planned for Mission College into instructional and service space. Central to this effort will be the assurance that the institution characteristics desired for Mission College are maintained. Hence, if Mission College is to be a responsive and open institution it must be so designed as to invite the community in. Every effort should be made to maintain a human characteristic. This will be accomplished by permitting faculty and students to identify with one of the Institutes or the Center for Common Studies. Neither the Center or any Institute will be permitted to accept more than (2000) day graded students. Thus, smallness will be maintained within the confines of a larger institution. A community college must be as diversed as the community it serves. Thus, space must be planned so that new educational programs may come and go as community needs change.

Decentralization will be planned for all areas where it is

economically feasible. For example, the Center for Common Studies is not thought of as a single structure but rather as space allocated to its function within each Institute. The use of this space will thus change from year to year, semester to semester, week to week, and day to day. Instructional space should be thought of as changing in function from very specialized space to very general instructional space until a blend is achieved among disciplines within the generalized instructional space.

II. PROGRAM SUPPORT SYSTEMS

The desire to establish a human college, responsive to the changing needs of people and the realization that the college will grow demands that the plan for the campus be open and flexible. The plan should not restrict the future size, the structure or the functioning of the college.

The primary purpose of Mission College is to develop and implement programs which meet the emerging needs of the students and the community. Since these programs will change conventional planning practices based on a divisional or a departmental organizations are not applicable.

In order to provide a systematic organization for planning purposes which will establish a framework for analysis but not restrict the nature, content and strategies of current and future programs, this study is organized into four support systems required for the development and implementation of college programs.

Instructional Support System

Individual Support System

Activity Support System

Administrative Support System

These support systems operate at three levels, (1) the campus level to efficiently provide the specialized services required by all the programs while maintaining the overall

general interests of the college, (2) the institute level to provide specialized instruction services while maintaining units which are of a human scale (2000 students maximum), (3) the center for Common Studies to provide generalized instructional services which are common to all institutes.

The four systems and three levels will be bonded by an information network and a "mall." The interrelationship will be enhanced by an integrated information system which serves the administrative and instructional information, communication and data processing needs of the campus. The system will provide a network which links the activities of the operational systems and the levels into an integrated functioning unit.

The "mall" not only serves as the artery which allows people to flow freely from activity to activity, but will also encourage them to do so because it will contain interspersed activity centers which represent the varied operations of the campus and each of its parts. The "mall" will introduce program and service activities - it will be the campus show place.

The planning and design of the physical facilities must respond to the reality that the size and functions of each support system will change over time. Thus, the facility should be viewed as an organic entity which can grow and adapt. Highly specialized spaces should be minimized - flexibility and adaptability should be emphasized. Interchangeable clusters and generalized modules

should be developed which reflect program needs but discourage territorial claims by specialized users. It should be noted that the institutes are based on a fixed enrollment, and will not grow beyond the established limit. Therefore, as the campus grows, the size and activities of each institute will change. Specialized spaces should not be rigid as to restrict program development. Spaces should be designed to accommodate short and term functional alterations - i.e. change the use of a mathematics laboratory to a generalized study center by changing connections to the information network or alter its function to a biology laboratory by changing services and materials.

Growth, which usually requires an increase in size and a functional alteration should be accommodated by adding additional units to the original structure and altering the purpose of some existing units.

To strengthen this concept, the facility requirements are analyzed and developed as areas. Although some areas are highly specialized and most are interchangeable (can be converted to serve other functions), all can be reorganized and expanded.

A. The Instructional Support System

The purpose of the Instructional Support System is to facilitate the learning process by providing the students and faculty with the space, the milieu, the equipment, the media and the materials necessary to secure the information, the experiences and the interactions necessary to implement the desired programs. In order to carry out this mission, it will be necessary to develop an integrated system for selecting, gathering and organizing information and resources into meaningful packages for dissemination to dispersed individuals and groups.

The Instructional Support System will consist of centralized campus level services with dispersed services penetrating into each of the institutes via the information network and the "mall." Campus Core will serve as the focus of the information system, responsible for gathering, organizing, storing and disseminating information to other component units. Each institute will provide the specialized support which is unique to its programs. The Center for Common Studies will merge the services of the Institutes with the Core. It will blend the generalized instructional needs of students with the specialized programs of the institutes. The conceptual and physical development of the Instructional Support System must be consistent with the overall intent of the College to be flexible and open. The entire campus and each of its components must be designed to

change in size and function over a period of time. Therefore, it is of paramount importance to provide the specialized services and facilities necessary for an effective information system, but in the process not constrict the growth of the core facilities or impinge upon the interim and long range needs of the institutes.

1. Campus Level

The Instructional Support System will be developed to select, gather and organize information and resources into meaningful systems for dissemination. The gathering and organizing functions require the specialized professional skills of individuals training in the use of communication and information systems. Therefore, to the extent possible, these functions should be centralized to provide optimum service and efficiency. But since the primary purpose of the system is to serve the user, effectiveness of the system should be measured by the following criteria: (1) the accessibility of the material to the user, (2) the response time requirement of the user, and (3) the response time on the part of the information system. In order to maximize the performance that is relative to these three criteria, the system should deliver the required information to the user at its point of optimum effectiveness. Therefore, an information network which relates the gathering and organizing functions to

all institutes on or off campus should be developed and dispersed to all users.

Rapid changes are occurring in educational information processing and distribution systems which are consistent with and supportive of efforts to disperse the dissemination activities. Technology's greatest impact has been the introduction of new vehicles to carry information and new systems to organize information. A significant thrust has occurred in the development of miniaturization, electronics and computerization. It is important that the conceptual and physical development of Mission College maintain openness towards these developments which will make it possible:

- To store more information in less space.
- To retrieve information more rapidly.
- To develop user operated retrieval systems.
- To interact with information more rapidly over greater distances.

Instructional support requires the development of a comprehensive resources delivery network which is capable of serving the general instructional needs of the college and the unique needs of each institute. The system will require centralized as well as decentralized subcenters in each institute with dispersed resources in

the Center for Common Studies.

The development of the Instructional Support System would complement efforts to create an overall sense of campus unity by providing essential instructional support to all institutes. It should be the instructional heart of the campus. It must also provide for the unique needs of each program and the specialized instructional needs of students and faculty. Therefore, specialized extensions of the Learning Resources Center should service specialized program areas. Although these extensions can take the form of institutional subcenters, they must always be extensions of the central support system, never replacements for it.

a. Learning Resources Center

The Learning Resources Center is the dispenser of instructional materials required by students and faculty. It must make available information packages which use the most effective available means of communication. In the past, virtually the only format available for library purposes was print. Innovations in the communication field have made varied formats available, each with unique advantages. The LRC must take advantage of these innovations in developing comprehensive information retrieval services consistent with the current state of the art. It should

provide the user with comprehensive catalogs which relate all available information regarding a given topic, it should provide the user with information in the most desirable format, and it should provide the necessary equipment and space for the use of these materials. Therefore, this library must catalog, retrieve, distribute and provide space for information items and instructional materials.

The ultimate size of the collection will depend upon new developments in media systems and technological aids as well as the enrollment at Mission campus.

To the extent possible and the degree necessary, the service of the Learning Resources Center should penetrate the college subcenter while tapping Saratoga resources. An individual at a subcenter should be able to use the catalog, communicate with librarians and retrieve and use specialized information. In the same manner the user must be linked to the Resources Center at Saratoga and be able to draw upon resources at that campus. This can be achieved by locating the subcenters adjacent to the activities they support and by connecting them to the Learning Resources Center with electronic connections. The LRC in turn can be linked to the Saratoga campus. The "mall" should provide a continuous

and functional link between the Core and subcenter facilities.

b. Instructional Resources Center

The Instructional Resources Center is conceived as having a dual function. It is the center for the development, production and distribution of support materials, especially custom materials developed for the unique programs of the college. It is also the center for technical training of students and faculty in the use of diverse communication methods, materials, and equipment.

Instructors will be provided with services for the production and distribution of equipment and software in the center, along the street, and in the subcenters.

The Instructional Resources Center will combine with other Learning Resources Center units to provide students with services generally provided by such facilities as "listening rooms" through a merging of listening equipment into the "energized" carrels interpersed throughout the reading areas of the Learning Resources Center, the Institute subcenters, and along the "mall."

The Learning Resources Center will generally house and distribute learning resource materials in various media to both faculty and students, thus blending the services of book and nonbook resources into an integrated service and freeing the Instructional Resources Center to assume a more sophisticated role in materials development, presentation, broadcast and transmission.

From this framework it is possible to visualize the special relationships incumbent upon the successful enactment of this dynamic instructional program. Although the Instructional Resources Center should exist in close proximity to the Learning Resources Center, the development and production aspect and the teaching role of the Instructional Resources Center should be a major consideration in its design and location.

The Instructional Resources Center should be within the hub of the campus communication network. The production of materials and delivery capacities should be centralized, but resources and assistance for the development of learning strategies and prototype materials should be provided to faculty in the institutes within the framework of teaching teams.

The Learning Resources Center, Instructional Resources Center and Information Management Center should be closely

related to form the nucleus of a complete communication complex available to all instructional areas. The skills and service centered in this complex will provide the support necessary to, (1) develop effective individualized and large group instructional experiences. Therefore, it is necessary that these services be available to the staff for preparing presentations, and for providing the vehicles to deliver the presentation in a most effective manner: (2) develop, deliver and maintain effective and diverse auto-tutorial modes and should be able to monitor the use of each station; (3) provide support material which will enrich other instructional modes.

c. Information Management Center - Network

Although Information Management Center will serve the data processing needs of the campus, its most important roles will be to serve as the hub of the information network, to enrich the instructional program, and to coordinate instructional activities. Since it is related to program development, instructional implementation and information transmission, it should closely related to the Instructional Resources Center and the Learning Resources Center. The relationships will become increasingly important as computer assisted modes of instruction gain an increased range of applicability and acceptance.

Although the operational components of this system should be isolated, remote facilities to interact with the network should be provided throughout the instructional areas and along the "mall."

d. Bookstore

The major role of the Bookstore is to provide on-site sales of instructional materials for students and faculty. It will be the primary source for materials which are developed and produced "on-site" for use with specialized programs and instructional strategies. Many of its services should be dispersed along the "mall." (ie. vending machines)

2. Institutes and Center for Common Studies

Programs require decentralized facilities of the Instructional Support System to implement related instructional activities. These facilities fall into two categories. (1) Generalized instructional facilities which can be utilized by many programs with a minimum loss of effectiveness or need for alteration. These types of facilities should be distributed throughout the campus according to the needs of adjacent institutes. They are the nucleus of the Center for Common Studies. (2) Instructional facilities which are uniquely suited to the specific needs of particular programs. These spaces should be related to the appropriate institute. Although specialized instructional spaces are necessary, every effort should be made to minimize

them in favor of more adaptable instructional spaces.

a. Center for Common Studies

General Instructional Facilities include classrooms, seminar areas, multi-media, large group instruction areas, individual study areas and instruction team areas.

Although these spaces are general, common to all programs, they should not be centralized, but rather, because of the pervasive need for them, they should be distributed throughout the campus and along the mall. They should be clustered to serve the needs of instructional teams of the Center for Common Studies. Since they will also serve the needs of the institutes and campus activities, these areas will blend the functioning levels of the college. Being both flexible and adaptable, they will provide each unit with space to meet changing demands. Space will be allocated on an as-needed basis, each unit receiving only as much as is required to function.

Most spaces require relatively minor specialized physical constraints and therefore, are readily adaptable. In order to maximize the flexibility of the campus, these spaces should be planned so that they are interchangeable with each other and with adjacent institute spaces. This can be achieved by clustering the units to form compatible

modules which would allow a seminar cluster to be converted into a faculty cluster, or a cluster of individual study areas to become a classroom. The overall result of interchangeability and uniform distribution would be that generalized spaces would not only focus the activities of the Center for Common Studies, but also serve the varied needs of each Institute.

1. Classroom and Seminar Areas

Each classroom - seminar area will provide flexible space and facilities necessary for a variety of medium sized groups (10-45 students) to assemble to interact with an instructor, with each other and with the information network. These areas should be distributed throughout the campus, convenient to faculty and students. They should be as open as is possible while providing necessary visual and acoustical controls.

2. Instructional Team Area

Each Instructional Team will include a diverse group of professional and support staff-faculty, counselors, instructional designers, technical assistants, secretarial and clerical. Therefore each Instructional Team area must provide space for the team to plan and work as a group and as individuals. The areas should include conference space,

secretarial/reception area, an area for each team member to work without distraction and provisions for storing personal and team belongings.

3. Individual Study Area

Each individual study area is composed of individual study stations (carrels). Some of the carrels should be provided with multi-media retrieval capacity to interact with the instructional information network. These areas should be distributed throughout the campus and along the "mall," convenient to students and always have direct contact with an instructional team area. The area should be as open and convertible as is possible while providing the necessary visual and acoustical environment to enhance the study activity.

4. Developmental Laboratories

Each student at Mission College has the right to succeed. Therefore, development laboratories designed to assist in the development of learning skills will be an essential part of Mission College. This area will be open with carrels and tables and accessible to educational technology materials and equipment.

b. Institute Instructional Facilities

Institute Instructional Facilities include laboratories, studios, practice work, and storage areas which require specialized facilities and/or environments which limit usefulness to a unique program. Yet they are often the heart of the instructional program of their respective institute. In fact, in many instances, the materials and experiences provided by these spaces reflect the hearistic criteria, which delineates the institutes and their organizations. Since these areas are unique to each institute, they may serve as the theme for the respective institute. There are some space requirements common to all institutes.

1. Multi-Media Large Group Instruction Area

A large group area will be utilized by each Institute from time to time in order to present a lecture or a demonstration to a large group. Although these spaces have unique requirements, i.e., tiered seating and multi-media presentation capabilities, which restrict their adaptability, each one should be designed to provide for the lecture-demonstration needs of the various programs.

Three distinct spaces are envisioned to meet the collected needs of the campus's many roles.

. A large group assembly space ideally suited for lecture-demonstration presentation activities.

This area will require facilities and services for multi-media presentations.

- A large group assembly space ideally suited for multi-media presentations with a 360° dome for audio and visual presentation capabilities located ajacent to the Institute for Environmental and Applied Sciences.

- A large group assembly space ideally suited for large group meetings, workshops and conferences which require group interaction, and for banquets. This area will require food service and audio-visual support and should be considered a part of the Center for Common Studies.

These areas should be distributed throughout a college, convenient to the main "mall." Each should contain a preparation area and be connected to the information system. While these areas must be convertible to meet future changing needs, they must provide the immediate needs for acoustical and visual control.

2. Institute Resources Sub-centers

Each Institute will require a limited extension of the instructional support system services within

the unit and immediately available to the students and faculty. This subcenter will provide the following services to each Institute.

. Provide each unit with a limited collection of materials which are unique or high use items to the program areas.

. Provide each Institute with facilities and technical assistance to develop prototype materials for unique program requirements. These services include the development of graphic aids as well as specific programs for innovative instructional strategies.

. Storage for audio-visual materials and equipment frequently used by the faculty of the college.

. Input and output capability for batch transactions with information system and for bulk retrieval operations.

. General storage for Institute.

A Center for Common Studies will draw up the resources of the Campus LRC and IRC for these services.

3. Mobile Learning Units

Mobile Learning Units which will transport program activities and facilities into the surrounding environment will require special physical connections to the campus structure and service network. Each of the Institutes will require these units for multiple purposes and generally the purpose will dictate the specific demand for the required connections. In most instances the specific purposes will evolve as experience with the units provides a basis for assessment of their effectiveness.

Although the specific nature of the units and the extensiveness of their use is dependent on future experience, the following general statements should guide the initial design of the connections.

- The mobile units will be used to transport students and equipment to field experiences and as fixed on-campus instructional stations.

- The mobile units will be used as instructional facilities for field centered program activities and as contact centers (i.e., exhibits or service center) for community related activities and as fixed instructional stations attached to the building when not being used in the field.

. All of the mobile units will require weather tight entrance connections and loading platform to the main campus structure.

. Some of the mobile units will require special services. The mobile unit connections provided for the Institute for Environmental and Applied Sciences must include service connections for bottled gas, hot and cold water, drains, electricity, computer, and the information system.

c. Institute for Environmental and Applied Sciences

1. Laboratories

Clusters of individual laboratory stations are grouped according to function and service requirements. Each cluster could be composed of an array of approximately 5-35 stations which can be organized into classroom laboratory sections if desired. The general the function of the laboratory stations, the larger the cluster could be. Therefore, the general multi-purpose laboratories could be grouped in clusters of approximately 35 stations, while more specialized laboratories could be grouped in clusters of 10 stations, and highly specialized laboratories, i.e., individual research areas, special project areas and special environmental areas, could contain 5 stations.

2. Preparation and Storage

Preparation and storage areas should be clustered to serve specific laboratory types and should be adjacent to these laboratories. The preparation and storage areas should, to the extent possible, be dispersed throughout the laboratory area convenient to the appropriate laboratory station and centralized only to the extent necessary for security, controls and checkout purposes.

3. Specialized Environments

Some of the functions and activities of this college require highly specialized environmental controls. These include animal areas, greenhouses, radioactive materials areas and controlled environment areas. Usually these environments are provided as fixed spaces which limit the flexibility and adaptability of space and program. At Mission College these areas should be designed to allow for future changes in size, location and function to the extent possible without limiting their effectiveness.

4. Power Mechanics Laboratory

A general purpose laboratory designed to provide an instructional program in the maintenance and service of all form of transportation vehicles is required

for this institute. This laboratory should be equipped with individual study areas as well as specialized service equipment to provide instruction dealing with aircraft, automobiles, trucks, and electrical-mechanical vehicles.

5. Museum

A display area should be adjacent to student traffic flow so that a variety of learning displays may be provided.

d. Institute for Cultural Studies

By their very nature, the programs in this institute lend themselves to high visibility. Therefore ,the facilities should be designed with display and exhibition in mind, not only of creative products, but of the creative process.

1. Art Studios

Clusters of spaces for students who work with varied art materials should be grouped according to function and services required. Individual work stations should be clustered to form class groups. Storage areas and specialized equipment areas, i.e., kiln area, should be included within appropriate area.

2. Experimental

Area to prepare and perform dramatic presentations and provide for large group meetings.

3. Drama

TV - within the sphere of the experimental theater facilities should be provided for drama instruction as well as television production.

4. Recital Hall

Area in which musicians perform for a small audience.

5. Music Practice Areas

Areas for musicians to practice and rehearse their skills. These areas include large group areas for choral and band sections, small group areas for ensembles and individual areas for varied instruments including piano and organ. While acoustical controls which contain the sounds generated in these areas and bar impinging noise are essential, it is important that these areas be expandable, especially over the developmental period.

6. Materials Laboratory

A general purpose materials laboratory should be

developed for this institute. This facility should be equipped with a variety of materials working equipment including those commonly used with metal and wood.

7. Family Life Science

Clusters of spaces for students who work in a variety of instructional programs will be required. These activities will center around the family unit and will include child care, sewing, and meal management.

8. Museum

Space should be provided in this area to expose students' work and learning displays. This area should attract the attention of students in the "mall."

e. Institute for Human Affairs

1. Specialized spaces needed to implement the programs of this institute will emerge as the programs become operational. Therefore, it is necessary to anticipate the need for future specialized laboratories which will serve as a base to examine field experiences. Convertibility of space and facilities is important during the initial developmental stages. Future

specialized areas may include emerging health care occupations, an educational laboratory, a group dynamics area and mobile learning units.

2. Community Physical Activities Center

The Community Physical Activities Center will serve the instruction, recreational, and health needs of individual students and faculty members and community groups. Therefore, special considerations should be given to space facilities and equipment for individuals and groups to practice and participate in individual exercises and team sports.

Indoor and outdoor facilities should be provided. Support space and facilities, i.e., lockers and showers, should also be provided.

To the extent possible, all these spaces and facilities should be multi-purpose in function and population served. This complex will support the Instructional Support System and the Activities Support System.

f. Institute for Public and Commercial Services

1. Business Technology Laboratories

Clusters of stations for students to apply contemporary business technology. Each station should provide the space and facilities necessary

to support the activities and equipment required to carry out the emerging instructional strategies, most of which will be identified in the future. These stations should be clustered by function and services required and grouped in class-size arrays.

2. Simulation Center

Specialized area and facilities to develop and implement instructional strategies based on game techniques for instruction in business and political decision theory. The Phase I center is to be a prototype to develop programs and materials for a more complete facility to be developed in Phase II.

3. Public Service Areas

The specialized areas required for these programs will emerge and change as the programs to meet community and public service needs emerge and change. Adaptability of space, services and environmental conditions is essential to this area.

4. Applied Graphic Arts

A complete reprographic area is expected for

this institute. This program will include not only reproduction but the development of all forms of graphics, thus, specialized facilities such as dockrooms must be included in the planning.

5. Hotel/Motel/Restaurant Management

Simulated instruction for a variety of programs will be provided in this area. This will include a completely equipped kitchen, dinning rooms, storages, model offices and simulated hotel facilities.

6. Data Processing Laboratory

Space should be provided for a variety of data processing programs. This will require hands on experience, as well as quiet preparation areas.

7. Display area

The products, student's work, such as graphics, prepared foods or their facsimiles, business machines, and computer terminals could be used to attract the attention of students to this institute.

III. THE INDIVIDUAL SUPPORT SYSTEM

The purpose of the Individual Support System is to provide the facilities and services to assist individual students in their efforts to identify, enter and progress through appropriate programs at the college. In order to carry out this mission, it is necessary to establish services which consider the multi-faceted range of student needs related to academic programs. The range includes background, current life style, and future aspriations.

These services will be provided with shifting emphasis at the campus level and the institute level. In general, the campus level will be responsible for storing central records and specialized support services and for coordinating all unit efforts, while the faculty will be responsible for the specific program related concerns of individual students. The records will be maintained and updated at user level via the information network. The remaining functions can conceivably be carried out at either level and over the life of this campus, will probably shift from one level to the other as needs and emphasis change.

One of the basic planning parameters is to maximize the effectiveness of services through appropriate centralization and decentralization of facilities and services. Student support staff has a major role interacting with students. This can be best accomplished by providing at least two points of access. Therefore, facilities for student services should be located in the Center

for Common Studies and in each Institute.

The Individual Support System facilities must be flexible throughout the life of the campus, since the relative emphasis and function will change with the changing needs and technologies. (For example, enrollment via telephone would alter space and equipment needs.) With the need for flexibility in mind the following requirements are envisioned at the initial Phase of development in the campus and institutes.

A. Campus Level

The campus services will include the following services:

1. Recruitment

Recruitment services are an outreach area of the college designed to contact students who are unaware of Mission College services and to identify and contact new populations for the college to serve.

2. Admissions

The admissions service includes but is not limited to, general promulgation and interpretation of college programs and admissions criteria, development of application procedures and forms, coordination of the articulation of students into college programs, and provision for collection and distribution of student data into a comprehensive information system.

3. Registration and Records

The registration and records service provides critical information for the student, all agencies of the college and the broader communities associated with the college. It is responsible for the creation and maintenance of an appropriate student records system, the coordination of student enrollment and progress records, and the generation of data for operational and research purposes.

4. Counseling

The counseling service assists students in establishing educational goals while working with faculty and students to develop programs which are responsive to the students' needs. At the campus level, counseling will focus on educational, vocational, and personal counseling.

5. Financial Aid

The financial aid service helps minimize the possibility that a student will be forced to abandon his educational aspirations for lack of financial support. It disseminates information concerning available financial assistance programs, generates and coordinates resources to fund such programs and counsels with students concerning personal finances and budgeting. In addition, it distributes financial assistance to students, administers the loan program, and arranges realistic repayment schedules.

6. Placement

The placement service will provide students with information regarding current and future employment opportunities, means for disseminating his personal papers and records to prospective employers, and opportunities for visiting with prospective employers. This activity should have liaison with the appropriate institute and faculty.

7. Health Services

The college health service has general responsibility for collecting, recording transmitting data concerning the health of students. It provides essential emergency, evaluative, and referral services and establishes procedures and sources for expedient services beyond its capability.

B. Center of Common Studies and Institutes

The institutes should be capable of absorbing the functions of the campus if such a change is desirable. This requires that institute personnel have access to the information network related to personal services and interact with the appropriate data file.

Since a student's or citizen's first contact with Mission College is apt to be at the Center for Common Studies or the Institute level, it is essential that dispersed support services be provided from the very beginning - in the initial phase. In

the initial phase, it is essential that:

- Counseling be provided at dispersed locations with counselors working as members of instructional teams - the information network will tie them to their centralized files.

- Admission and registration services must be available at remote locations - the information system will decentralize activities to centralized coordinating units.

- Health services will need a "hot line."

- Financial aids will need a referral avenue.

- Placement information will be delivered to the appropriate institute via the information network. A receiving, display, and interaction system facility is necessary to keep updated.

- Recruitment must be a function of the campus and each unit. It should affect public relations and program development. It should be the initial outreach arm of each college unit.

IV. THE ACTIVITY SUPPORT SYSTEM

The purpose of the Activity Support System is to provide the space and facilities to support the social-cultural dimension of the students' academic life. This type of support is especially important to students on a commuter campus who do not share the live-in spirit of a resident college.

These activities will be of an informal as well as a formal nature. They will include eating together, walking to class together, and studying together, but they must extend beyond the routine of daily life. The Activity Support System should encourage the development of cultural exchange, participatory recreation, and action related to relevant community issues. It can be achieved by supporting the social spirit and social conscience of the time with attractive facilities and resources to enhance these activities.

The Activity Support System is made up primarily of support services which create and promote a favorable environment to stimulate social interaction between student and student, faculty and student, and student and community. These support services include, but are not limited to, lounges, food services, recreation spaces, small group discussion spaces and student activity spaces such as student government offices and conference spaces. Based on their purpose and nature, these spaces should be located in the Campus and the Institutes.

A. Campus

1) Food Services

The food services area will be composed of kitchen and dining areas.

The kitchen will provide the central space and facilities necessary for the preparation and distribution of food to all dining areas. The kitchen will be a very specialized area with a unique function. As such, it is a very inflexible space which must be placed in the Campus central area. Therefore, it is important to plan for the current and future needs of this area. The central dining areas will include informal core dining areas near the kitchen and a conference dining area.

In order to enhance the open nature of the college and to strengthen the "mall" concept, food distribution services should be planned so that they can provide mobile snack service on a continuous basis along the "mall" and throughout the campus.

2) Commons Clusters

Areas for students from all Institutes to relax and interact informally with each other, and with the faculty, should be provided. They should be convenient to the "mall" and food service areas and should be open with the necessary visual and acoustical controls to allow some individuals to relax, while others watch TV and interact in an informal manner.

3) Student Activities

Although student activities are expected to be centered around the Institutes, in order to establish an overall Campus sense of identity, student activity will be coordinated in the Center for Common Studies and certain campus wide activities will be provided at the campus level.

B. Institutes

1) Information and Display Center

These will be areas in which to display materials and artifacts of collegial concern and to communicate to the people of the institute, information of general interest. The area might serve as an institute bulletin board and post office.

It should be a natural entrance to each Institute and should be a part of the main "mall". It should be convenient to the Individual Support Area.

2) Food Services

These areas are for preparing and distributing food and for dining. The initial phase will include a vending machine operation with informal dining area for students and faculty. Later phases may supplement the vending operation with a snack preparation service and expanded dining facilities.

3) Commons Cluster

The major purpose of these areas is to establish a point of identity for each institute. Therefore, it is an area in which students and faculty can relax, interact informally, watch TV and participate in the table games which should be provided in each area. These areas should be different in decor from each other and from the Campus central area. They should be open with the acoustical control required for TV, games, conversing and relaxing. They will expand as the enrollment of the institutes grow. They should be convenient to students and faculty of the institute

and near the college food service area.

4) Student Activities Cluster

These areas provide the space and facilities for individual student and student group needs. They will include offices, work areas, conference areas, and locker areas and should be convenient to Information and Display areas. Meeting areas adequate to support this cluster are distributed throughout the Campus and each Institute.

Since these areas will change as the required services and functions change, they should be open and flexible. The development of these areas will depend on the future experience and enrollment of each institute and, therefore, it is anticipated that they will be different for each Institute.

V. THE ADMINISTRATIVE SUPPORT SYSTEM

The purpose of the Administrative Support System is to provide the space and facilities needed to support the education process by coordinating the efforts, activities and resources of the college, by operating and maintaining the college and by serving as an interface between the campus and supporting agencies and the public. They will include space for the Chief Administrative Officer and the support staff. The services will be organized on three levels, (1) Chief Administrative Officer, (2) Information Network, and (3) Service Facilities.

These areas must be developed as open and flexible space and facilities which suggest a humane atmosphere and are capable of adjusting to the changing needs and technologies which will alter the organization and operations of this system.

A. Campus Area

The administrative support to be centralized in the campus includes open office clusters for the Chief Administrative Officer, the support personnel and the nessary public space. Although occasional visual and acoustical privacy is desirable in the office areas, the dominant motif of this area will be openness to students and faculty and flexibility to meet future needs.

1. Chief Administrative Officer

This area will be composed of space and facilities required by the Chief and his immediate staff. It will include open office areas for individuals, work areas, private and group conference areas and secretarial/reception areas. This area should be convenient to the main entry. The area should include space for communications and public relations agents.

2. Information Network

This area should be adjacent to the Chief Administrative Officer's location. It should be open and yet designed with quiet work space. Space should be planned for adequate data processing support equipment.

3. Service Facilities

The purpose of this cluster will be to provide centralized space and facilities in which to coordinate the operation of plant, maintenance, of buildings and grounds, receiving, storage and distribution. This area should be separate from the main campus but within easy driving distance.

Related and supporting areas are required on the main campus. The campus central area will require a storage area for daily supplies, and custodial areas for supplies and services. The Institutes will require custodial areas.

B. Institutes

The Institutes will provide space and facilities for the dispersed administrative services unique to each institute. Requirements for these areas will change as the status and effort of each institute changes; therefore, the spaces should be flexible in size and function.

1. Institute Administrator

These areas will be composed of spaces and facilities required by the Administrators and their staffs. They will include office areas, work areas, private and group conference areas and secretary/reception areas. Acoustical and visual controls should be provided but the dominant motif of this area should be open and flexible. These areas should be convenient to students and faculty.

2. Curriculum Research and Community Service Cluster

These areas will provide the space and facilities required to develop and coordinate the research and community service contacts of each institute. They will include office areas, work areas, conference areas and secretary/reception areas. Each cluster should be close to the Institute Administrator and also close to the respective institute entrance.

3. Information Network

Space will be necessary in each institute for adequate data information and retrieval equipment and should be adjacent to each institute administrative office.

VI. SPACE ALLOCATIONS

Central to the theme and philosophy of Mission College is responsiveness to change and commitment to the needs of the community. It is postulated that to achieve this goal, each Institute and the Center for Common Studies must undertake and develop programs that meet the diverse needs of each identified population segment of the community. Hence, each Institute and the Center will be expected to develop programs that encompass developmental studies, community service, general education, specialized education and guidance. At the same time, no Institute nor the Center for Common Studies will be able to stand alone, each will depend upon the other to develop a total program. Since each Institute and the Center for Common Studies will not be permitted to serve more than 2,000 students (programs will be shifted among Institutes as they approach this maximum) space use must be designed for maximum flexibility.

The following Tables illustrate space allocation and use for each of the Institutes and the Center for Common Studies.

A. The Center for Common Studies

This Center should be viewed as the system that will deliver the common studies needed by the students of each Institute. The Center will provide instruction in the following areas; speech, English, mathematics, journalism, language and developmental studies.

However, the Center should not be thought of as a separate structure or building. Space allocated for the activities of the Center will be dispersed throughout the College. Thus, actual space use will flow with need.

At the same time, administrative and specialized space will be permanent. Table I illustrates the square footage and space requirements needed by the Center.

B. The Institute for Enviornmental and Applied Science

The offerings of this Institute focuses on the biological and physical sciences. Typical programs will include power mechanics, enviornmental technology and electro-mechanical technology. Space use for this Institute is shown in Table II.

C. The Institute for Human Affairs

Table III illustrates space allocation for this Institute which will develop programs in the social sciences, psychology and health services. Physical education activities will be included within the Health Services.

D. The Institute for Cultural Studies

Drama, television, fine arts, music, humanities, literary materials, and family life science constitute the major offerings of this Institute. Table IV identifies space allocation for this Institute.

E. The Institute for Public and Commercial Services

This Institute will provide instruction in business, hotel-motel management, public service, data processing and applied graphic arts. The allocation of space for this Institute is shown in Table V.

TABLE I

CENTER FOR COMMON STUDIES

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.	
Classroom	12.3	19,680	10,411	
Laboratory	7.7	12,370	19,966	
TOTAL INSTRUCTIONAL		32,050	30,377	
Office				
Faculty (64 FTE)			5,120	
Service			1,280	
TOTAL			6,400	
Learning Resource Center			13,225	
General Services				
Food Service, Common			3,000	
Locker			500	
Educational Technology			2,000	
TOTAL			5,500	
Other Non-residential				
Storage			1,500	
TOTAL ASF CENTER FOR COMMON STUDIES				57,002

TABLE II

INSTITUTE FOR ENVIORNMENTAL AND APPLIED SCIENCES

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.	
Classroom	7.5	12,000	6,348	
Laboratory	12.5	20,000	71,270	
TOTAL INSTRUCTIONAL		32,000	77,618	
Research				
Animal & plant room			1,500	
Office				
Faculty (64 FTE)			5,120	
Service			1,200	
TOTAL			6,400	
Learning Resource Center			13,100	
General Services				
Food Service, Common			3,000	
Locker			700	
Educational Technology			2,000	
TOTAL			5,700	
Other Non-residential				
Storage			1,500	
TOTAL ASF INSTITUTE FOR ENVIORNMENTAL & APPLIED SCIENCES				105,818

TABLE III

INSTITUTE FOR HUMAN AFFAIRS

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.	
Classroom	11.0	17,600	9,310	
Laboratory	7.0	11,200	15,712	
P.E. (Activity)	2.0	3,200		
TOTAL INSTRUCTIONAL		32,000	25,022	
Office				
Faculty (64)			5,120	
Service			1,280	
TOTAL			6,400	
Learning Resource Center			14,275	
Gymnasium			53,000	
General Services				
Food Service, Common			3,000	
Locker			1,000	
Educational Technology			2,000	
TOTAL			6,000	
Other Non-residential				
Outdoor P.E. Storage			3,500	
TOTAL ASF INSTITUTE FOR HUMAN AFFAIRS				108,197

TABLE IV

INSTITUTE FOR CULTURAL STUDIES

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.	
Classroom	8.7	13,920	7,365	
Laboratory	11.3	18,080	62,351	
TOTAL INSTRUCTIONAL		32,000	69,716	
Office				
Faculty (64 FTE)			5,120	
Service			1,280	
TOTAL			6,400	
Learning Resource Center			14,225	
General Use				
Theatre (1000 seats)			16,000	
General Service				
Food Service, Common			3,500	
Locker			800	
Educational Technology			2,000	
TOTAL			6,300	
Other Non-residential				
Storage			1,500	
TOTAL ASF INSTITUTE FOR CULTURAL STUDIES				114,641

TABLE V

INSTITUTE FOR PUBLIC AND COMMERCIAL SERVICE

Space Allocations

Area Type	% of WSCH	WSCH	Assignable Sq. Ft.	
Classroom	7.1	11,360	6,009	
Laboratory	12.9	20,640	43,303	
TOTAL INSTRUCTIONAL		32,000	49,312	
Office				
Faculty (64 FTE)			5,120	
Service			1,280	
TOTAL			6,400	
Learning Resource Center			13,425	
General Service				
Food Service, Common			3,000	
Locker			1,000	
Educational Technology			2,000	
TOTAL			6,000	
Other Non-residential				
Storage			1,500	
TOTAL ASF INSTITUTE FOR PUBLIC & COMMERCIAL SERVICES				76,637

VII. INTERIM USERS

Phase I of the construction plan calls for a structure of approximately 57,000 square feet of user space. This structure is the Center for Common Studies and during the development of the campus will serve many purposes. However, it should be remembered that as additional facilities are developed, space in this first structure will be traded by the Center for Common Studies. It is essential that space for the Center be dispersed throughout the college.

The second facility planned for Mission College is the Institute for Public and Commercial Studies. This structure will be approximately 64,000 square feet in size and again, will have interim users.

The third structure planned will be designed to house the Institute for Environmental and Applied Sciences. This facility will be of approximately 59,000 square feet and will be devoted primarily to specialized facilities, such as laboratories.

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